

Investigating University Students' Attitudes towards Instructors' Use of Translation in EFL Classes

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ABSTRACT

Due to the advancements in the domains of science and technology, there has been a worldwide growing demand for the learning of English. Kurdistan Region / Iraq is no exception and the interest in learning English is steadily increasing due to the benefits such learning entails from learners' viewpoint. Accordingly, people involved in the process of teaching foreign languages at large and that of learning English in particular have been looking for the most effective educational and instructional techniques to bring about a type of learning that meets their objectives and needs. The present research tackles a matter that has been of much controversy over the years, the use of translation, i.e. learners' native language in English classes at university level. Such a controversy stems from the fact that although translation as a teaching technique is criticized by many researchers due to its limitations and weaknesses in terms of language learning itself, it is still widely used in English as a Foreign Language (EFL) classes to facilitate students' understanding and learning of the teaching materials. The current study is designed to approach the topic both theoretically and practically. Theoretically speaking, a cursory account is first made of the two key concepts, namely translation in terms of its definition and advantages and disadvantages in EFL classes, and attitude concerning its definition and role in the teaching and learning of foreign languages. Practically speaking, a 16-item questionnaire has been designed to investigate EFL university students' attitudes towards translation and duly validate the hypothesis that university students have negative attitudes towards the use of Translation in their EFL classes. The questionnaire was distributed among a sample of EFL students. The data analysis collected via the sample's responses to the questionnaire indicate that EFL university students have very negative attitudes towards their instructors' use of translation. In the light of these results and findings, a number of conclusions have been drawn upon with a number of recommendations have been put forward.

KEYWORDS : Learning, Foreign Language, Translation, Teaching Technique, Attitudes .

1. The Theoretical Part

1. INTRODUCTION

Translation has formed a controversial point that has been at times advocated in the process of English language teaching (henceforth ELT), and other times fully rejected on the basis that it negatively affects learners' attempt to learn the new language. This latter point is evident from the principles and applications of the various communicative methods that have left no

room for the use of translation. Yet, things are never geared in the way principles and applications recommend. This is so because psychology plays a vital role in the field of education and the teaching and learning of English is not an exception. In other words, teachers' can neither abandon the use of students' native languages fully, nor students can be so patient when a bulk of foreign words and structures is presented in the foreign language (FL) and they stand helpless unless their native language is used to facilitate their understanding of them. With translation being consigned to the past on one hand, and welcomed as a facilitating tool on the other hand, students' attitudes have formed a topic of interest for researchers to probe students either positive or negative inclinations in this respect. The current research is but a further attempt to tackle the topic both theoretically and practically and to pinpoint students' attitudes towards the use of their instructors' use of translation in EFL classes at university level. The present research stems from the controversy that has always been going on concerning the use of students' native language in EFL classes at university

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level. At the time instructors are supposed to deliver their lectures fully in EFL so as to fully embody the recommendations set by the educational authorities that no heavy use of students' native language is allowed in such classes, it is noticed that a noticeable duration of the time of the lecture is passed with instructors' use of translation. Such a use is viewed differently and to varied degrees by university students' majoring in EFL. At the time some students favor the use of translation and see it as a means to deepen and enhance their understanding and learning of the teaching materials, other students view it as a waste of the time that is supposed to be dedicated for the teaching of EFL and hence they lose more chances to think in the language and effectively learn it. The current research hypothesizes that students at the Department of English, College of Languages, Nawroz University have negative attitudes towards their instructors' use of translation in teaching. It also hypothesizes that there is a statistically significant difference between the average scores of the research sample's attitudes towards the use of translation in teaching according to the gender variable (male, female). The research is an attempt to pinpoint EFL students' attitudes towards the use of translation by instructors in EFL classes. It also puts forward a theoretical presentation of the concept of attitude and some subtopics relevant to it side by side with translation in terms of its definition, types and advantages and disadvantages behind its use in EFL classes. To be more precise, the present research focuses on the following research questions : What are the situations conducive to the use of translation in EFL classes? What recommendations can be deduced from the practical part of the research as far as the use of translation as a teaching technique?

The current research is confined to the investigation of the attitudes of a sample of 3rd year students' attitudes towards their instructor's use of translation at the Dept. of English / College of Languages, Nawroz University during the second term of the academic year 2016-2017. It is further limited to the use of translation inside the classroom setting as teachers are engaged in the process of presenting, explaining and analyzing the teaching materials for their students. This study is expected to be of benefit to EFL university teachers as it will enable them to be familiar with their students' attitudes towards the use of translation in teaching. Students are expected to benefit from the theoretical part of the research as they will be familiar with the advantages and advantages of the use of translation in teaching EFL.

2. Review of Literature

2.1 Translation : Definition, Historical Background, Advantages and Disadvantages in Foreign Language Classes

Translation is considered as an index of one's proficiency in a language. Translation as an exercise involves various aspects including cultural backgrounds, individual comprehensions and language competency. These factors require translators not only

possess a profound knowledge of the source language to perceive the meaning in different contexts, but also have the ability to recreate the messages in the target language precisely (Chan, 2004 : 23). Translation is defined as a skill that is useful in itself. It is all around us as an authentic act of communication in our today's multilingual societies and globalized world (Cook, 2011 : 1). Hartmann and Stork (1972 : 77) add that translation is the process of converting information such as thoughts and arguments from one language into another language. Concerning its history in the field of teaching and learning foreign languages (henceforth FLs), translation forms a crucial controversial element that had been for certain times accepted and for other times rejected due to the emergence of new methodologies. In the traditional methods of teaching FLs, there had been much emphasis on the use of translation, i.e. the use of learners' native languages on the part of instructors in their attempts to simplify and clarify the ongoing activities and hence facilitate learners' assimilation of the materials taught. For instance, translation formed a key principle of the Grammar Translation Method (GTM) adopted for the teaching Greek and Latin. It was favored as the best positive learning experience as learners were required to memorize long lists of grammatical rules and vocabulary in addition to the literal translation of literary texts from the native language into the target one and vice versa. Such a positive status of translation was negatively viewed with the introduction of The Direct Method (DM). The DM, as its name implies sought for a direct association between the meaning in the (FL) , and the thing meant. Hence, no room was left for the use of learners' native languages in the FL classrooms. Advocates and implementers of the Audio-Lingual Method (ALM) took a mid-stand position in the matter of using translation in FL classrooms. They allowed for a minimum use of the learners' native language. The prevalent and the worldwide adopted humanistic methods, the most prominent of which were the Silent Way (SW) and Total Physical Response (TPR), and communicative approaches have strongly rejected the use of translation and hence kept FL classes away from learners' native languages. Yet, Duff (1989 : 24) states that though translation was quickly consigned to the past, it is still a feature of many communicative classrooms and successful aids to learning but perhaps in a different style and shape in teaching. Added to that, the international status of English and duly the search for the effective methods and approaches that are conducive to learners' needs, backgrounds and purposes opened the way for the use of translation with good awareness of the appropriate timing of and purpose behind such use (Chengdu, 2015 : 38). This viewpoint is assisted by Richards and Rodgers,

advocates of and pioneers in the domain of the communicative teaching methodology, as they have a relative rather than an absolute attitude in this respect. They view translation as the most acceptable and favorite model of language teaching and as a convenient shortcut especially concerning grammar and vocabulary teaching (Richards and Rodgers, 2001 : 64). To conclude, Chengdu (2015 : 39) states that at the time some researchers view translation as an effective means for the understanding of newly taught languages (Wechsler, 1998 :31; Mallol, 2003 : 22; Wierseman, 2005:41 to mention only few), others are of the thought that the constant use of translation hinders learners' abilities to learn FLs (Richards & Rodgers, 2001 :17; Luo, 2007 :23). In the following pages, light will be shed on the advantages and the disadvantages behind using translation in EFL classes. Regarding the advantages and disadvantages of translation in teaching FLs, translation has been viewed as both a significant as an instructional tool and also as an utterly bad teaching technique. The idea that translation includes a 50% use of the native language when things are supposed to be said in the FL that is taught makes the people concerned have different viewpoints concerning the use of it in FL classes, especially at university level where students are supposed to be studying at an advanced stage. But when it comes to the matter of making learners understand the material with less effort and time, we can see advocates who strongly support the use of translation in FL classes. Nida (1975 : 79) says that with the acceleration of globalization, communicating with people from different cultural backgrounds has become increasingly important. This drives translation to become an indispensable "bridge" for intercultural communication. Duff (1989 : 34) adds that teachers and students now use translation to learn, rather than learning translation. In the following pages light will be shed on the advantages and disadvantages of using translation in FL classes. With regard to the advantages of translation as an effective instructional tool, Richards and Rodgers (2001 : 62) point out that translation has a long history in language teaching, it provides "equivalents" in the learners' mother tongue to help them learn syntax and lexis of the target language easily and effectively . It is viewed as the most acceptable and favorite model of language teaching which can be used as a convenient shortcut especially concerning grammar and vocabulary teaching. Chengdu (2015 : 38-39) adds that translation as a traditional and ancient teaching method is still applied by a great number of teachers in EFL classrooms and plays an important part in English teaching and learning. It is a teaching method that can serve a useful instructive means in English language acquisition. Hummel (1990 :42) appreciates the role of translation as

a teaching method in EFL. He also points out that for a group of learners who speak the same native language, translation would be the most effective strategy that may contribute to a detailed and impressive memory encoding. Translation could be a natural and essential activity often accompanied with language teaching and learning. Quoting Wechsler (1998 : 51) and Chengdu (2015 : 40) view translation as a highly valued approach for people to overcome the linguistic and cultural barriers and to achieve an effective and successful intercultural communication. In order to affect the communication among people from various language backgrounds, translation is being used at almost any given moment. It serves as a means of information delivery in various situations, such as international conferences and summits, importations and exportations, international customs, transportations and foreign affairs, etc. It is occurring in specific communicative settings for particular purposes and becoming an integral part of the modern society. They (ibid) further states that translation can help language learners not only understand a new language easily and effectively, but also provide them with the first experience of a foreign tongue and an exercise to better understand original materials. Cook (2011 : 1) argues that using translation is surely a natural and obvious means of teaching someone a new language. It can be used to aid learning, practice what has been learned, diagnose problems, and test proficiency. It is such a fundamental basis for language learning and a useful skill in itself. Translation allows learners to relate new knowledge to their existing knowledge which promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language. Many people also find the tackling of translation problems intellectually stimulating and aesthetically satisfying. It helps create and maintain good relations between teacher and student, facilitates classroom management and control, and allows students to maintain their own sense of first language identity, while also building a new bilingual identity. Mallol (2003 : 41) states that for one thing, translation may be the easiest means of explaining the meanings of words, phrases and grammatical rules' within the target languages. Learners tend to use their first languages to facilitate FL learning especially translating the meanings of FL into native language to get better understanding of FL, grasp the knowledge of FL and memorize the relevant information. In addition, it is believed that language learners' strong competence in their mother languages can contribute to the enhancement of FL skills. Hence, language learners can make utmost benefit from their mother tongues to facilitate their second language learning (Luo, 2007 : 18). For another thing, translation can serve as an

increasingly important function for people to understand and learn foreign cultures. It is believed that the process of translation offers an access to other cultures. Luo suggests that translating the meanings of the FL into the native language is a good way to help students better understand the FL, grasp the knowledge of the FL and memorize the relevant information easily and effectively. This could also make students clearly see the relationships between language usage and grammar within both languages, learn both two languages thoroughly, deepen their understandings of both cultures and enhance their knowledge of language structures. To conclude, translation helps learners understand learning materials better, aids in understanding the meanings of original messages, helps in developing an English thinking mode, enhances the proficiency in the use of English, provides learners with a better understanding of sentence structures, provides learners with a better understanding of the western cultures as the texts contain various idioms and native expressions, helps in reviewing textbooks. Translation is also used to preview other texts and get the main meaning of new vocabulary, helps in grasping what the teacher would have taught in the class and receives new knowledge easily, saves the time of explaining English with English, enhances the understanding of various materials in the target language. Translation helps to memorize vocabularies, facilitates the process of language teaching and communication with students, makes it easy for instructors to communicate with their students, encourages learners to ask and propose questions in their native language based on their understanding of what their teachers stress in the class, enables teachers to receive feedback on how much their students grasped and understood what was taught during classes, enables teachers and learners to have access to intercultural experiences and enriches learners' minds and broadens their horizons. As for the disadvantages of translation and the possible problems with using translation by looking at its possible negative impact on learners and then on teachers, translation teaches learners about language, but not how to use it, does not help learners develop their communication skills, encourages learners to use the native language, often for long periods of class time, when the aim of modern teaching is to remove it from the classroom, uses skills unsuitable for all kinds of learners, is a difficult skill which must be done well in order to be productive and rewarding. Added to that, translation activities are tricky to set up and take a lot of preparation, especially anticipating possible problems, translation requires a motivated class, the teacher needs to have a sophisticated knowledge of the native language and its culture otherwise translation can create more problems than benefits. Translation is by

definition text-bound, and confined to the two skills of reading and writing. This makes it hard to justify for many classes with time restrictions. According to Richards and Rodgers (2001 : 36), translation hampers the improvement of students' speaking skills because of its emphasis on the understanding of grammatical rules and the meanings of the target language. It is believed that the long-standing use of translation probably stops language learners from thinking and conveying their ideas and thoughts in the target language, and also increases the difficulties in the development of thinking styles in the target language. Luo (2007 :34) suggests that translation should be limited in the process of language acquisition because translation as a teaching method reverses the language learning process. Larsen-Freeman (2000 : 44) adds that the natural order of learning a language should be "listening, speaking, reading and writing", which is the way how children learn their native languages in natural surroundings. However, with little attention on speaking and listening, translation emphasizes the understanding of grammar and the illustrating and explaining of the meanings of target languages. This in return probably hampers the improvement of the practical abilities of the target language, especially speaking skills. Malmkjaer (1998 :33) points out that translation forces students to think and express their opinions in native languages rather than target languages and makes it difficult for those who want to give up the habit of organizing speeches in native languages and then translating ideas into foreign languages. As a result, language learners who are taught with this method often fail to express themselves effectively in the target language as well as to get proficiency in its actual application. In addition, translation itself is limited because exact translation from one language into another language is almost impossible. Each language has its own structure, idiom and usage, which cannot be exactly translated into another language. Finally, in an attempt to bring the two contradicting viewpoints together, Chan (2004 :47) that translation should be considered as an index of one's proficiency in a language and as an exercise that involves various aspects including cultural backgrounds, individual comprehensions and language competency. These factors require translators not only possess a profound knowledge of the source language to perceive the meaning in different contexts, but also to have the ability to recreate the messages in the target language precisely. Besides, translation also concerns linguistic, textual and social systems that are related to both languages and cultures. Therefore, language teachers should enrich their knowledge in both mother tongue and the target language as well as improve their language competence including translation skills to

achieve an effective and successful language teaching objective.

2.2 Attitude : Definition and Role of Attitude in Teaching and Learning Foreign Languages

No single available definition of attitude can satisfy all those concerned with the topic. This fact is largely due to the broadness of the concept of attitude which permits various definitions that reflect the theoretical viewpoints of those who intend to study the concept. An early definition of attitude states that the "concept 'attitudes' (is) used to denote the sum total of a person's feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specified topic" (Thurstone, 1928 : 77). A further old definition by Allport (1937 : 6) views attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". Recently, all definitions of attitude seem to reflect the same points highlighted in the early definitions and hence view attitude as a state of readiness, a tendency to act and react in a certain stimulus, and a learned predisposition to respond to objects and situations in particular ways. Brown (2000 : 180) views attitudes to be like "all aspects of the development of cognition and effect in human beings, develop early in the childhood and are the result of parents' and peers' attitude of contact with people who are "different" in any number of ways, and of interacting factors in the human experience". To conclude, an attitude is the expression of a psychological tendency so as to evaluate a particular object either positively or negatively. As for the role of attitudes in the teaching and learning of FLs, there is considerable evidence that attainment and attitudes toward education are positively related to one another and that attitudes are considered very important as they can affect the learning process to a large gross. The latter point is reflected in the statements and findings relative to attitudes which have been quite influential in education (Russel, 1971 : 18), and which underlie that attitudinal reaction is the most important aspect of learning. This is added to the fact that the learning of attitudes is the most important outcome of education because they are so likely to inhibit or foster the continued learning that is essential for growth and development beyond the school years (Bernard, 1972 : 125). Hermann (1980 : 247) points out that "Gardner and Lambert (1972 : 55) were the first to investigate the influence of attitudinal variables on the FL learning process. Starting from the question : How is that some people can learn an FL quickly and expertly while others given the same opportunities to learn are uttering failure?", they concluded that an adequate command of the FL does not merely depend on the

learner's intellectual capacity and language aptitude but on his perception of the other ethnolinguistic group and on his interest in the language study. In other words, learners' attitudes toward FL study and culture are of great importance and are one of the major determinants of achievement in the language since "attitudes as a motivational construct presuppose an intention on the part of students to learn the language with various aims in mind and to pursue their aims with varying degrees of drive strength" (Gardner and Lambert, 1972 : 192). This is added to the fact that students frequently come to language learning with positive or negative attitudes from the society in which they live, and those attitudes in turn influence their motivation to learn the FL. Hence, there is "a fairly strong link between achievement or success in FL learning and the learner's attitude, whether to school subjects, to a particular foreign country, or any other decisive aspects related to the language" (Faerch et al., 1984 : 208-9).

2. The Practical Part

2.1 Procedure and Data Collection

To bring about the aims and validate the hypotheses of the current research, a questionnaire of 16 items that represent different practice techniques of the four linguistic skills and of much relevance to the topic of the present research paper was designed (See Appendix). The sample of EFL university students were asked to give their responses according to a 5-point scale that ranges from "To a Very Low Extent" to "To a Very High Extent" in terms of the free practice techniques they do outside the classroom setting.

2.2 Population and Sample of the Research

The population of the current research comprises (260) students majoring in English as an FL at the Dept. of English / College of Languages / Nawroz University/ Duhok during the second term of the academic year 2016-2017. (47) 3rd year students were selected from among the population mentioned above to represent the sample and give responses to the questionnaire constructed to collect data on the topic under study.

2.3 The Research Tool : The Questionnaire

To obtain reliable and honest responses from the selected sample of the current research, a questionnaire that subsumes (16) items was prepared by the researcher and withdrawn from related literature (See Appendix). Reliability refers to a method repeatedly and consistently measuring whatever it is supposed to measure (Rasinger, 2008 : 28). In order to ensure that the scale of the questionnaire used in this research works reliably, the researcher relied on the test- re-test method testing the same sample twice at two different points in time. The correlation factor was calculated and it was (0.84) which means that the scale was reliable. Validity means "...the issue of whether our method actually measures what it is supposed to measure, allowing us

to draw appropriate conclusions" (ibid : 30). To ensure whether the adopted scale is valid or not, it was presented to a number of juries to prove its face validity. Juries agreed on the scale by a percentage of (80%). No items were deleted, but some modifications were made. Piloting the questionnaire means running a test with only a few participants in order to detect flaws, to identify accuracy of measures used, and to give some indication about reliability and validity (ibid : 68). Following Fowler (2002) who suggests a pilot sample of (20-50), 20 students, from the population of the research mentioned above, were recruited for this purpose. The questionnaire was given to the selected sample and students were asked to state their responses in terms of the application of the items to them according to a 5-point scale and as follows :

- A Very Low Extent VL
- A Low Extent L
- Undecided U
- A High Extent H
- A Very High Extent VH

2.4 Data Analysis and Discussion of Results

First : Results related to the first hypothesis :

Students at the Department of English, College of Languages, Nawroz University have negative attitudes towards their instructors' use of translation in teaching. In order to validate this hypothesis, the arithmetic mean and the standard deviation of the attitudes of the research sample as a whole was calculated. Then, the T-test for one sample was applied and the results are demonstrated in Table (1).

Applies to me to

Table (1) : One-Sample Statistics
Results of the T- test, the hypothetical & the arithmetic mean of the research sample's attitudes

| N | Mean Hypothesis | Mean Calculate | Std. Deviation | T- Value | | Confidence & df |
|----|-----------------|----------------|----------------|-----------|-----------|-----------------|
| | | | | Calculate | Tabulated | |
| 47 | 48 | 49.95 | 9.541 | 1.406 | 1.67 | (0.05) (46) |

It evident from table (1) that the calculated T- value is (1.406) which is less than the tabulated value of (1.67) at the level of confidence (0.05) and the degree of freedom (46). This means that there is no difference between the two means i.e. the arithmetic or calculated and the hypothetical. In other words, the members of the research sample do not have positive attitudes towards the use of translation in teaching.

average scores of the research sample's attitudes towards the use of translation in teaching according to the gender variable (male, female).

In order to validate this hypothesis, the researcher has elicited the arithmetic mean and the standard deviation of the males and females in the research sample. The T-test was then applied to two independent samples and the results are demonstrated in Table (2).

Second : Results related to the second hypothesis :

There is a statistically significant difference between the

Table (2) Two-Sample Statistics
Results of the T- test of two independent samples by the gender variable

| Gender | N | Mean | Std. Deviation | T- value | | Confidence & df | Significance |
|--------|----|-------|----------------|-----------|-----------|-----------------|---------------|
| | | | | Calculate | Tabulated | | |
| male | 12 | 50.83 | 8.840 | 0.365 | 2.01 | (0.05) (45) | No difference |
| female | 35 | 49.65 | 9.875 | | | | |

The above table shows that the calculated T- value is (0.365), which is less than the tabulated T- value of (2.01) at the level of confidence (0.05) and the degree of freedom (45). This means that there is no difference between the mean scores of male and female attitudes toward the use of translation in teaching. To make the contents of Tables (1 and 2) more understandable, the

items of the questionnaire are ranked according to their mean scores from the highest to the lowest. See table (3):

Table (3) : The Items of the Questionnaire Ranked According to their Mean Scores from the Highest to the Lowest

| | Items | Mean |
|----|---|------|
| 6 | Instructors should use translation of the difficult points only. | 4.25 |
| 7 | The less instructors use translation, the better students' understanding is. | 4.20 |
| 5 | In EFL classes, the use of translation should be limited to vocabulary only. | 4.00 |
| 15 | If I was opted, I would never attend an EFL class with translation. | 3.90 |
| 12 | An EFL class with translation is very boring. | 3.70 |
| 9 | Translation minimizes students' chances to think in English. | 3.50 |
| 10 | Translation complicates matters rather than simplifying them in EFL classes. | 3.20 |
| 11 | In EFL classes, only weak instructors make much use of translation. | 3.20 |
| 13 | Instructors should be officially informed by the Dept. authorities not to use translation in EFL classes. | 3.20 |
| 8 | Translation should be totally eliminated from EFL classes. | 2.90 |
| 14 | EFL Classes with much translation are almost deprived off any foreign culture elements understanding. | 2.60 |
| 1 | Classes with translation are very beneficial. | 2.46 |
| 2 | I want everything in the EFL class to be translated into my native language. | 2.31 |
| 4 | It is beneficial to use translation in EFL classes of literature. | 2.17 |
| 16 | Translation in EFL classes helps in better understanding, analysis and knowledge of the materials taught. | 2.10 |
| 3 | It is beneficial to use translation in EFL classes of linguistics. | 1.80 |

Broadly speaking, the (16) items of the questionnaire have obtained mean values that range from (1.80) as the lowest mean score and (4.25) as the highest mean score. It should be noted that the high mean scores should not be viewed as indicators of the positive attitudes that students have towards the use of translation in EFL

classes at University level. This is so because most of the items of the questionnaire imply negative attitudes towards the use of Translation in EFL classes at university level. Accordingly, the items that imply negative attitudes will be listed first so as to identify the sample's agreement with these items. See table (4) :

Table (4) : The Items of the Questionnaire that Imply Negative Attitudes towards the Use of Translation in EFL Classes Ranked According to their Mean Scores from the Highest to the Lowest

| | Items | Mean |
|----|---|------|
| 6 | Instructors should use translation of the difficult points only. | 4.25 |
| 7 | The less instructors use translation, the better students' understanding is. | 4.20 |
| 5 | In EFL classes, the use of translation should be limited to vocabulary only. | 4.00 |
| 15 | If I was opted, I would never attend an EFL class with translation. | 3.90 |
| 12 | An EFL class with translation is very boring. | 3.70 |
| 9 | Translation minimizes students' chances to think in English. | 3.50 |
| 10 | Translation complicates matters rather than simplifying them in EFL classes. | 3.20 |
| 11 | In EFL classes, only weak instructors make much use of translation. | 3.20 |
| 13 | Instructors should be officially informed by the Dept. authorities not to use translation in EFL classes. | 3.20 |
| 8 | Translation should be totally eliminated from EFL classes. | 2.90 |
| 14 | EFL Classes with much translation are almost deprived off any foreign culture elements understanding. | 2.60 |

Table (4) presents 11 items that imply negative attitudes towards the use of translation in EFL classes at university level. All the items have scored means that are beyond the mid-point 2.50 except item 14 with its mean score 2.60 which indicate least negativity compared to the other items. It is worthy to note that the mean scores for all the negative attitudes presented in Table three is 2.168. This indicates that students at university level have negative attitudes towards the use of translation in EFL classes. Such a result validates the current research

hypothesis which states : "Students at the Department of English, College of Languages, Nawroz University view their instructors' use of translation in teaching negatively and hence develop negative attitudes towards such a use". Now, I will go a step further and study the sample's responses as far as the other 5 items which imply positive attitudes towards the use of translation in EFL classes at university level. See Table (5) :

Table (5) : The Items of the Questionnaire that Imply Positive Attitudes towards the Use of Translation in EFL Classes Ranked According to their Mean Scores from the Highest to the Lowest

| | Items | Mean |
|----|---|------|
| 1 | Classes with translation are very beneficial. | 2.46 |
| 2 | I want everything in the EFL class to be translated into my native language. | 2.31 |
| 4 | It is beneficial to use translation in EFL classes of literature. | 2.17 |
| 16 | Translation in EFL classes helps in better understanding, analysis and knowledge of the materials taught. | 2.10 |
| 3 | It is beneficial to use translation in EFL classes of linguistics. | 1.80 |

Table (5) presents 5 items that imply positive attitudes towards the use of translation in EFL classes at university level. All the items have scored means that are below the mid-point 2.50 with an average mean score 2.168 which is well below the mid-point 2.50 This indicates negative attitudes towards the 5 statements that favor the use of translation in EFL classes at university level. Once again, the research hypothesis which states that : "Students at the Department of English, College of Languages, Nawroz University view their instructors' use of translation in teaching negatively and hence develop negative attitudes towards such a use" is also accepted.

3. Conclusion

So far a study, both theoretical and practical, has been launched to probe a hotly debated issue concerning the instructors' use of translation in EFL classes at university level. After a comprehensive and thorough accounting of the two focal terms, namely translation and attitudes, the results of the practical part of the study indicate that the sample of EFL students selected to give responses to the questionnaire designed for the purpose of the study have expressed significantly negative attitudes towards their instructors' use of translation, if any in their EFL classes. Such a result indicates EFL university students' realization that an EFL class is a good opportunity for them to develop, improve and enhance their different linguistic skills and duly the classes should be fully conducted in English rather than their native language.

4. Recommendations

In the light of the findings and results arrived at, the researcher recommends the following :

1. Since EFL university students view translation significantly negatively, instructors' use of translation should be kept to a minimum.
2. Since EFL university students view the classes they attend as the only opportunity to practice their various English language skills, such classes should be conducted fully in English save the very exceptional situations when meager reference to the students'

native language by instructors becomes quite demanding.

3. Translation should be the last technique resorted to by instructors in EFL classes when its use becomes very demanding and when the clarification of a certain point by means of translation would save both time and effort on the part of instructors and students.

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APPENDIX
Questionnaire

Dear Student :
 I have the pleasure to benefit from your frank and clear answers to the items of the following questionnaire for my research entitled “Investigating University Students’ Attitudes towards Instructors’ Use of Translation in EFL Classes”. Thank you for your assistance and cooperation.

An Example of How to Answer the Questionnaire :

For each item, the following five options are given :

- Applies to me to
- A Very High Extent VH
 - A High Extent H
 - Undecided U
 - A Low Extent L
 - A Very Low Extent VL

If your answer, for example, is Agree to the following item, please put (X) in the square below Agree, and so on :

| | Item | Applies to me to a | | | | |
|--|--|--------------------------|---|---|---|----|
| | | VL | L | U | H | VH |
| | | extent | | | | |
| | Translation in EFL classes is a waste of time. | | X | | | |

The Researcher

| | Items | Applies to me to a..... | | | | |
|----|---|-------------------------|---|---|---|----|
| | | VL | L | U | H | VH |
| | | extent | | | | |
| 1 | Classes with translation are very beneficial. | | | | | |
| 2 | I want everything in the EFL class to be translated into my native language. | | | | | |
| 3 | It is beneficial to use translation in EFL classes of linguistics. | | | | | |
| 4 | It is beneficial to use translation in EFL classes of literature. | | | | | |
| 5 | In EFL classes, the use of translation should be limited to vocabulary only. | | | | | |
| 6 | Instructors should use translation of the difficult points only. | | | | | |
| 7 | The less instructors use translation, the better students' understanding is. | | | | | |
| 8 | Translation should be totally eliminated from EFL classes. | | | | | |
| 9 | Translation minimizes students' chances to think in English. | | | | | |
| 10 | Translation complicates matters rather than simplifying them in EFL classes. | | | | | |
| 11 | In EFL classes, only weak instructors make much use of translation. | | | | | |
| 12 | An EFL class with translation is very boring. | | | | | |
| 13 | Instructors should be officially informed by the Dept. authorities not to use translation in EFL classes. | | | | | |
| 14 | EFL Classes with much translation are almost deprived off any foreign culture elements understanding. | | | | | |
| 15 | If I was opted, I would never attend an EFL class with translation. | | | | | |
| 16 | Translation in EFL classes helps in better understanding, analysis and knowledge of the materials taught. | | | | | |